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AUTHOR Littleton, Mark; And Others
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ABSTRACT

The Tarleton Model for Accelerated Teacher Education (TMATE) is a collaborative teacher education program between Tarleton State University and public school districts in Texas. The program was designed to expedite the certification of persons already holding a bachelor's degree. Summer school at the university--including 3 weeks of teaching in the university's lab school--is followed by a year of internship jointly supervised by the university and cooperating school district. This paper presents detailed information on the philosophy, history, goals, entry requirements, and design of the program, as well as an outline of the required university coursework and course content for elementary and secondary teachers, exit requirements, certification requirements, mentor training, and the TMATE financial design. (JD)

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Tarleton Model for Accelerated Teacher Education (TMATE)

A Collaborative Approach

Mark Littleton, Tarleton State University
Don Beach, Tarleton State University
Maureen Green, Godley Indpendent School District

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TARLETON STATE UNIVERSITY
Department of Education & Psychology
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Please direct all TMATE correspondence to:

TMATE Director
Tarleton State University
Box T-399, Tarleton Station
Stephenville, Texas 76402
(817) 968-9095

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TARLETON MODEL
FOR
ACCELERATED TEACHER EDUCATION
(TMATE)

Philosophy

The Tarleton Model for Accelerated Teacher Education (TMATE) is an alternative teacher certification program. Its purpose is to prepare highly qualified individuals to serve as public school teachers in Texas. TMATE is not designed to replace or detract from the traditional certification program at Tarleton or any other university. It is a collaborative teacher education program between Tarleton State University and public school districts in Texas.

Through intensive, rigorous summer course work with content that is practically designed for immediate use in public schools, TMATE interns will display enthusiasm, courtesy, professional, and ethical behavior worthy of highly motivated professional educators. During the period of training and the following years as practicing educators, TMATE interns will maintain a high moral and work standard while educating, with compassion and to the best of their ability, all public school children placed under their charge.

History

In February, 1986, William Kirby, Texas Commissioner of Education, convened a conference in San Antonio to facilitate communication between university presidents and public school district superintendents throughout the state. Agenda items included the impending teacher shortage in Texas, declining enrollments in traditional undergraduate teacher education programs, and the need for increased cooperation between universities and public schools in training new teachers.

A delegation from Tarleton State University, headed by President Barry B. Thompson, attended the Commissioner's Conference. President Thompson subsequently appointed twenty Tarleton faculty members to the Teacher Education Task Force with the charge to develop a "pre-eminent teacher education program." The deliberations of the task force resulted in the implementation of the Tarleton Model for Accelerated Teacher Education (TMATE). Accelerated (or alternative) teacher training programs were made possible under a provision of the 1984 Education Reform Act, House Bill 72.

As TMATE was being developed by the University Task Force, school superintendents and/or their representatives were invited to campus to review the proposed TMATE program, make recommendations, and indicate an interest in participating in such a program. Eight school districts, representing large urban districts, suburban districts and rural districts, were invited to campus to review the TMATE design.

The suggestion from the school districts was to seek approval from the Commissioner of Education and the State Board of Education for TMATE to operate as an experimental program under the alternative certification provision of House Bill 72. TMATE would require the collaborative effort of the university and the school district in providing for the professional development of new teachers. Specified course work in pedagogy would be delivered by the university during summer sessions, and the candidate's professional development would be extended through a year-long internship served in a participating school district. The internship would be jointly supervised by the university and the school district. Upon completion of the program, the candidate would receive a recommendation for certification from both the university and the school district.

The first TMATE director, Dr. Bill Larmer, was instrumental in the growth and stability of TMATE. Dr. Larmer requested and received a large grant from the Meadows Foundation of Dallas, Texas to assist in the support of the growing program. Also, Dr. Larmer and Dr. Jim Boyd placed TMATE

in the national spotlight with a presentation at the annual Association for Supervision and Curriculum Development (ASCD) conference in Boston.

The success of the Tarleton model is highlighted by the growth in numbers of applicants to the program, and by the number of participating school districts. The first class of TMATE interns began their training program in July, 1986. Ten school districts provided internships and mentor teachers to facilitate the training process. During the 1987-88 school year, TMATE had 50 interns in 42 school districts in Texas.

In May, 1988 Dr. Mark Littleton was hired to succeed Dr. Larmer as TMATE director. TMATE has since received an evaluation by the Texas Education Agency and been recommended for re-approval to the State Board of Education. TMATE's status as an elite program has propelled it into the spotlight and TMATE now serves as a model alternative certification program.

TMATE Goals

School district representatives also collaborated with Tarleton faculty in developing goals for the TMATE program. The following performance objectives were established for TMATE interns. Upon conclusion of the program, each intern would be expected to:

1) Demonstrate the use of a model for teaching (lesson cycle and effective teaching practices)
2) Control student behavior through the use of a systematic behavior plan
3) Demonstrate recognition of the impact which environment and cultural diversity have on student learning
4) Adapt instruction to the unique needs of special student populations
5) Apply the principles of testing and measurement in test construction and pupil evaluation
6) Demonstrate knowledge and use of instructional technology
7) Apply the theory and principles of learning to classroom situations
8) Teach and conduct oneself in accordance with legal and ethical principles
9) Enrich the classroom in the proper selection and use of instructional materials
10) Pass the appropriate ExCET required for certification

TMATE Entry Requirements

Grade point requirements for entering the TMATE program are more stringent than those of most other teacher education programs. TMATE applicants must present a bachelor's degree from a regionally accredited institution with an overall grade point average of at least 2.75 (on a 4.00 scale) as well as a grade point average of least 2.75 in the area of certification.

Applicants must also achieve a passing score on the Texas Academic Skills Program test, the test of basic skills mandated by the state of Texas. An acceptable score on the Graduate Record Exam (GRE) is required by the university for admission to the graduate school since much of the TMATE course work is delivered at the graduate level.

Concurrent to applying for admission to TMATE, applicants must also apply to a school district within a 125 mile radius of the university to serve as a sponsor for the internship. Thus, the applicants are subjected to a dual screening process -- one conducted by the university and the other by the school district. After the initial screening by the university, the services of the University Placement Office are made available to applicants to assist them in obtaining a placement for their internship.

It is the responsibility of the intern to secure a school district prior to the fall semester. An intern that fails to secure the district will be dropped from the TMATE program until a district is secured and another semester begins. Interns are encouraged to contact the Placement Office at the Tarleton Center for assistance.

Program Design

The TMATE program begins with a summer of intensive course work in preparation for the internship. Elementary interns complete two reading courses, one broad-based methods course, and a course which focuses on the lesson cycle, mastery learning and effective teaching practices. A lab school on the Tarleton campus also affords interns an opportunity for hands-on teaching experience. Secondary interns receive course work in adolescent behavior and classroom management, secondary school curriculum and the lesson cycle, mastery learning and effective teaching practices, and experience in a lab school setting.

Following the summer session, the internship is begun under the joint supervision of the Tarleton faculty, a school district administrator, and a mentor teacher from the school district.

The appointment of a mentor teacher is a very important element of the TMATE program. The mentor must be on Level 2 of the career ladder, must teach in the same field or at the same level as the intern, and should be recognized by his/her professional peers as a "master teacher." A mentor should be one who has demonstrated a commitment to the teaching profession and has shown an interest in the development of beginning teachers.

Prior to the beginning of the school year, mentors are introduced to their role and responsibilities in a workshop conducted on the Tarleton campus. The primary task of the mentor is to serve as a facilitator of learning for the intern. The internship is the most important phase of professional development, but the tendency of most interns is to focus all of their attention on surviving the day-to-day demands of the classroom. Reflection, problem solving, and observation and interaction with experienced teachers are all needed in order for the internship to become a learning experience. Mentors are awarded a stipend for the successful completion of their duties with the induction of the intern.

The members of the cooperating school district play a major role in the development of the intern as a teacher. Specifically the district is responsible for:

1) Screening applicants to insure that the applicants meet district standards.
2) Assigning a mentor teacher to the intern. The mentor teacher will be on Level 2, 3, or 4 of the career ladder and teach at the same level of the intern (elementary vs. secondary). To facilitate the intern's professional development, the mentor carries out the following responsibilities:

    a) To serve as a host, a sponsor, and sometimes as an advocate for the intern
    b) To conduct regular observations of the intern in his/her classroom; document formal observations
    c) To serve as a professional model for the intern. Allow the intern to observe in the classroom on a scheduled basis. Demonstrate specific teaching techniques for the intern
    d) To serve as a source of information about school policies, procedures, norms, expectations, and academic standards
    e) To be a listener for the intern; to provide feedback on both a formal and informal basis; to facilitate reflective thinking
    f) To assist the intern in goal setting, problem solving and self evaluation
    g) To communicate with the principal regarding the progress and professional development of the intern
    h) To help prevent the feeling of isolation and despair commonly experienced by first year teachers; to provide support for the intern during stress points (opening of school; first report card; etc.)
    i) Help the intern prepare for monthly seminars

3) Assigning the building principal to:

   a) Be in charge of overall supervision of the intern, and to ensure that the internship provides adequate opportunities for professional development.
   b) Conduct TTAS appraisals in accordance with district policies and to ensure that the "other appraiser" conducts the necessary appraisals.
   c) Serve as liaison between the school district and the TMATE Director.
   d) Conduct an orientation with the intern prior to placement in the classroom.
   e) Attend a TMATE professional development seminar in September.

4) Providing scheduled time for the mentor teacher and intern to observe each other (four times each semester). As directed by the Texas Education Agency, this time shall be outside of the planning period.
5) Jointly recommending the intern to be certified by the Texas Education Agency upon the satisfactory completion of all requirements.
6) Crediting the intern with a year of service for pay purposes and for career ladder advancement.

Mentors are required to make at least one formal observation per month of the intern and to provide feedback following the observation. Interns, likewise, are required to observe in the classroom of their mentor or another experienced teacher on a regular basis. In addition to the required observations, both mentors and interns are encouraged to maintain contact on an informal basis to the greatest extent possible. Interns have reported that the most valuable support from mentors has come from short conversations over lunch, in the faculty lounge, or in the hallway after school.

Interns are also provided a job description designed to further their professional development during the internship. Specific responsibilities of the interns include:

1) To teach subject matter to the students; to constantly monitor and adjust the teaching so that each student is achieving up to the maximum of his/her potential
2) To consider the internship as a period of professional development; to strive toward improving of teaching abilities
3) To regularly reflect on the internship experience and to regularly record the thoughts and reflections in the TMATE journal (The journal will become a priceless treasure in the years to come as the intern looks back on the first year of teaching. The more journal entries made, the more valuable the experience will be.)
4) To speak frequently, openly and honestly with the mentor teacher about the classroom experiences
5) To observe regularly in the classroom of the mentor or another experienced teacher and to record the observations in the TMATE journal
6) To obtain support from the mentor in setting professional growth goals and to evaluate the progress toward attaining these goals (It is not so important to achieve all goals as it is to genuinely evaluate the performance in relation to the goals established.)
7) To share experiences with fellow interns; to provide support and sustenance to fellow interns so that no one feels that she/he is isolated

The building principal is charged with overall responsibility for the supervision and evaluation of the TMATE intern. Texas has implemented a statewide program of evaluating teacher performance, and interns are evaluated by their principals in the same manner as other members of the faculty. Data from the Texas Teacher Appraisal System are used in evaluating the effectiveness of individual interns and in judging the quality of the TMATE program. The principal also serves as the official liaison between the school district and the TMATE director at Tarleton. Any problems which might arise can be communicated by the principal directly to the TMATE director, and remediation efforts will be jointly implemented by the school district and the university.

The TMATE Director will provide each intern with a TMATE Responsibility Agreement that is to be signed by the intern, the mentor teacher, the principal of the sponsoring school, the superintendent of the sponsoring district, and the TMATE Director. The agreement with all appropriate signatures must be on file before the intern begins the first day of classes with the sponsoring district.

University Course Work

University course work in the TMATE program serves three purposes: (1) to prepare the applicant for the internship: (2) to extend and enrich the professional preparation of the interns: and (3) to count for credit toward a master's degree in education. TMATE intern training for instruction in the classroom is predicated upon the lesson cycle and effective teaching practices as outlined in the Model for Effective Teaching and Supervision (METS) as developed by Dr. Jim Boyd.

Preparatory Course Work

Prior to beginning the internship, TMATE interns complete an intensive summer program designed to prepare them for planning and delivering lessons according to a model for effective teaching, to manage the classroom environment, and to apply principles of curriculum development and educational assessment. Elementary interns receive additional training in methods of teaching reading and in the assessment and remediation of reading disabilities.

Summer Adventures in Learning (SAIL) - Laboratory School

SAIL is a laboratory school taught by the TMATE interns. Students who will be entering the first through eighth grades are eligible for this program. SAIL is designed to provide education opportunities for students through multi-faceted instruction. It provides creative educational opportunities for all students with an emphasis on the basics. Elementary interns provide the educational opportunities to students in grades 1 through five in the morning session. Secondary interns provide the educational opportunities to students in grades 5 through eight in the afternoon session.

Seminars

During the internship, TMATE interns are required to attend a monthly seminar for credit on the Tarleton campus. The purpose of the seminar is to provide a forum for interns to share their experiences and reflect on their accomplishments in relation to professional growth goals which are formulated by each intern. The seminar has proven valuable in providing a support network for the interns during their first year of teaching. Feelings of isolation and frustration, which are commonly experienced by beginning teachers, are minimized by the seminar and other support features of TMATE.

The first seminar is scheduled in September after the interns have been in the classroom for approximately three weeks. This seminar is attended by both interns and their mentors for the purpose of setting professional growth goals for the intern. Through a day of discussion and collaboration with their mentors, the interns are required to identify their personal strengths and weaknesses, and to transform these qualities into professional growth goals. Interns also collaborate with each other to establish goals for the TMATE class. The goal setting seminar helps establish a direction for the TMATE class, and it also provides a "glue" to help the class maintain a sense of unity while the individual interns are scattered through numerous school districts.

Supporting Course Work

Upon completion of the internship, secondary interns take additional course work to help them gain an understanding of the secondary school curriculum and to facilitate the development of a philosophy of education. For elementary interns, the summer following the first year of internship focuses on methods of delivering instruction in language arts, social studies, mathematics and science. A secondary objective of the second summer is to prepare interns for the state mandated certification examinations required of all persons applying for a Texas teaching certificate.

Course work taken in the TMATE program is delivered at the graduate level. Upon completion of certification requirements, secondary interns must take an additional hours to qualify for the M.Ed. degree with a major in Secondary Education. Twelve of these hours must be taken in the intern's teaching field(s). Because elementary interns are required to take more course work for certification, they will lack only a few semester hours to complete M.Ed. requirements with a major in Elementary Education. Courses taken **after** the issuance of the teaching certificate will also count for advancement on the career ladder.

Course Plan

Elementary Interns

Summer I
- Educ 3113 - Fundamental of Reading Instruction
- Educ 5143 - Reading in the Content Areas
- Educ 5903 - Selected Topics. Teaching in a Laboratory School
- Educ 5453 - Advanced Instructional Strategies

Fall
- Educ 5943 - Internship in Classroom Teaching

Spring
- Educ 5943 - Internship in Classroom Teaching

Summer II
- Educ 5913 - Advanced Seminar in Educational Topics (Math and Science Instruction)
- Educ 5913 - Advanced Seminar in Educational Topics (Language Arts and Social Studies Instruction)
- Educ 4033 - Curriculum and Methods of Kindergarten Instruction
- Educ 5913 - Advanced Seminar in Educational Topics (Early Childhood Instruction)

Secondary

Summer I
- Educ 4003 - Management of Adolescent Behavior
- Educ 5383 - Curriculum Design and Implementation
- Educ 5453 - Advanced Instructional Strategies

Fall
- Educ 5943 - Internship in Classroom Teaching

Spring
- Educ 5943 - Internship in Classroom Teaching

Summer II
- Educ 5013 - Philosophical Foundations of Education
- Educ 5143 - Reading in the Content Areas

ExCET

Upon completion of the internship, all interns must successfully complete the Examination of Current Educators in Texas. Certification is contingent upon the passage of the examination in the content area. Elementary interns must pass the Elementary Comprehensive section of the examination. Secondary interns must plan to take the exam in July of the second summer while elementary interns must plan to take the exam in October of the year following the internship.

Registration manuals and study guides for the ExCET can be obtained from the TMATE Director, the Office of Teacher Certification, or the Office of the Dean of Education and Fine Arts at Tarleton State Univeristy. In addition, study guides and registration manuals may be obtained at most other universities that have teacher education programs.

Certification

Upon successful completion of the program, interns will be jointly recommended for certification to the Texas Education Agency by the sponsoring school district and Tarleton State University. There is no distinction between the certification of a traditionally certified teacher and a TMATE certified teacher. The certificate is valid for all public schools in Texas.

At the completion of the internship period, the TMATE Director will distribute the appropriate certification applications to the TMATE interns. The interns will be responsible for obtaining the signature of the superintendent from the sponsoring school district, completing the application, and mailing the application and filing fees to the Texas Education Agency.

In the event that an individual enters TMATE summer course work and fails to locate a sponsoring school district, two alternative directions for certification are permitted. TMATE will "pick up" the intern at the beginning of the spring semester or the fall semester of the ensuing year if the intern is able to locate a sponsoring school district. Should the intern be unable to locate a sponsoring school district during this period of time, or should the intern desire to forego the TMATE internship, all TMATE course work may be credited toward the traditional method of certification. At this point the individual will be directed to the Office of Teacher Certification.

Teacher of Record

TMATE falls under the guidelines of alternative teacher certification as stipulated in the Texas Education Code, 13.035. Therefore, the year of internship "is a year of teaching experience for purposes of the career ladder." Also, the TMATE intern is reported as the teacher-of-record and is credited with a year of service for the relevant salary steps.

During the period of internship, TMATE makes application to the Texas Education Agency for the intern to be certified on a temporary basis. The original list will be kept on file in the TMATE office, and a copy of the certification list will be mailed to the district superintendent. This list may be used as supporting data for the validation of the intern as a certified teacher for the purposes of TEA visits, TEAMS administration, etc.

Mentor Training

TMATE mentor teachers must receive mentor training. Mentors will be provided a 6 hour, AAT approved workshop during a Saturday in September of every school year. Individuals that successfully complete Tarleton State University's Master Teacher Academy and Mentor Training Workshop will be awarded the TMATE Mentor Certification that is renewable every two years. Individuals that hold a current TMATE Mentor Certification are not required to attend the Mentor Training Workshop, and these certified mentors are eligible for benefits as designated by the TMATE director.

Principal Training

A one-day workshop will be provided for principals of TMATE interns. This workshop will explain the TMATE program, duties of the principal in relation to the intern, duties of the mentor teacher, and the responsibilities of the intern and Tarleton State University. This workshop will be held in August or September of each school year.

Contract Renewal

Many of the participating school districts choose to continue the employment of the TMATE intern after the period of internship. This is solely the responsibility of the TMATE intern and the school district. However, the period of internship is a time of professional growth and development. The internship period is a period of time where the district and the intern are evaluating each other. By participating in the TMATE program the intern agrees that the school district may terminate the intern's participation with the school district without cause at any time upon written notice by the superintendent of the school district after the superintendent's conferral with the TMATE Director.

Criminal History Check

Texas Education Code, 13.035 Rule (b)(9) requires "... initiation of a criminal record review." The Campus Police is the local agency that initiates the review for TMATE. The obtained information is kept in a confidential file in the TMATE office.

University Interscholastic League

The University Interscholastic League recognizes the eligibility of interns to serve as coaches and sponsors of UIL programs in public schools. Dr. Bailey Marshall, Director, has stated that the interns do comply with the requirements established in Section 1202(a) of the Constitution and Contest Rules.

TMATE Financial Design

Contract

The local school district will contract with Tarleton State University to provide TMATE services through each intern sponsored by the school district. The contracted cost will be $17,000. This contract with Tarleton will be in lieu of the contract ordinarily negotiated between the school district and the teacher.

The school district will make one payment of $17,000 on or before July 15 or make three payments of:

$3,700 on or before July 15
$8,900 on or before September 15
$8,400 on or before February 15

In the event that an intern fails to complete the contracted duties with the school district, TMATE will reimburse the school district for any unexpended costs or provide another intern acceptable to the school district.

Tarleton State University takes pride in its service to area school districts, and is willing to work cooperatively to improve education in Texas.

Intern Benefits

Tarleton State University acts as the fiscal agent for the TMATE program. Therefore, no benefits can be provided to the intern until the intern has secured a sponsoring school district and that district has made an initial payment to Tarleton.

Interns will receive the following financial benefits:

1. A stipend of $1,034 per month for 12 months. The stipend will be distributed at each seminar or mailed during the months that the intern is not scheduled to be on campus. The stipends will begin in August and end the following July.
2. Student health insurance may be obtained through Tarleton State University.
3. Tution and fees will be paid by TMATE for:
   a. The second summer session of the first summer of the program and the first summer session of the second summer of the program,
   b. The fall and spring semesters, and
   c. The summer course work during the second summer that is needed by the elementary interns to complete the program.
4. Housing and meals for interns during the second summer session of the first summer, and the first summer session of the second summer. Interns not living on campus during the summer will be reimbursed for the equivalent cost of living on campus.

Summary of Benefits

Stipends	$12,408
Tuition and Fees (approximately)	$700
Housing and Meals	$724
TOTAL BENEFITS	$14,032

The summary of benefits as outlined above are approximated and intended only to describe benefits designated to the intern. The actual amount may be smaller or greater depending upon the cost of tuition, fees, housing, meals, etc. as determined by the university.

School districts that choose to make supplemental payments for coaching activities are allowed to do so. Interns do not make Teacher Retirement System, federal income, or social security payments. Consequently, Tarelton suggests that the interns save approximately 15% of each stipend for income tax purposes. Meanwhile, the Texas Education Agency and Tarleton are continuing their negotiations with the Teacher Retirement System in hopesthat TMATE interns will have the opportunity to purchase memebership for their year of service as interns. However, the Teacher Retirement System does not allow this practice at this time.

Mentor Benefits

Mentors will receive the following financial benefits:

1. A stipend of $150 per semester. The stipends will be mailed during the last month of each semester upon verification of all completed duties.
2. Reimbursed the cost of travel to TMATE mentor seminars. The mentors will be reimbursed per mile from the city of the mentor's residence.

PROCEDURAL FLOW OF TMATE